

# Preston Pre-School Ltd

Preston Village Hall, Preston Road, Weymouth, DT3 6BH



## Inspection date

18 October 2017

Previous inspection date

15 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff provide outstanding support to children's personal development, behaviour and welfare. They get to know the families and children extremely well and are significantly responsive to supporting children's specific individual needs. Staff help all children gain very positive emotional well-being. Parents speak very highly of staff and value the exceptional care their children receive.
- The management team and staff are committed to supporting positive outcomes for all children. They work closely with parents and other professionals to ensure good communication and continuity to support play and learning for all children, including those who have special educational needs. Children make good progress in their learning.
- The management team and staff continually evaluate their practice and identify how to improve this further. For example, they have changed their approach to planning activities to promote children's specific interests and learning more effectively in play.

### It is not yet outstanding because:

- Although staff support children well to make ongoing achievements, they do not consistently make full use of opportunities to ask questions and extend children's thinking skills and investigation in activities even further.
- Although the manager has positive long-term plans to develop the garden area, staff sometimes miss opportunities to provide more immediate improvements to promote all areas of children's learning more consistently, to fully support those children who learn best outdoors.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- extend the support and challenge offered to children to help them think through their ideas further and investigate what is happening in activities in more depth
- make even better use of play opportunities in the outdoor areas, to fully support children's ideas and consistently promote their access to all areas of learning.

### Inspection activities

- The inspector observed children's interactions in play indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures and required records, including those showing staff suitability.
- The inspector took into account the written and spoken views of parents.
- The inspector undertook a joint observation with the manager and discussed children's learning and development.
- The inspector met with members of the management team and held discussions, including about the pre-school self-evaluation and improvements they have made.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a clear understanding of their responsibilities and know the procedures to follow to protect children's welfare. The management team implements a robust recruitment process. It continually assesses staff suitability and actively supports their professional development. For example, staff have completed training that helped to raise their awareness of how to support the play and developmental needs of two-year-old children more effectively. Staff are skilled at identifying any need for early intervention in liaison with parents. They make good use of additional funding to support all children's learning effectively.

### Quality of teaching, learning and assessment is good

Staff provide exciting and stimulating activities to encourage children's exploration of colour and texture, their understanding of the world and their imagination. For example, children talk with staff about where dinosaurs might live, and they use resources, such as paint, water, bamboo sticks, twigs and mud, to make an exciting 'dinosaur swamp'. They show great interest in cutting open pumpkins, peppers and oranges, and decide to plant the seeds they find or squeeze the fruit to make some juice. Staff encourage children's communication effectively and they confidently express their ideas. For instance, children like to 'sell' the food in the role-play greengrocers and tell their 'customers' they can buy 'parsnips, strawberries or eggs and beans with a blue and white sauce'.

### Personal development, behaviour and welfare are outstanding

Staff prioritise children's health and welfare exceptionally well. They form very warm, trusting relationships with children and provide a very caring, nurturing environment that significantly enhances their play. For example, children become highly absorbed in their games and play very cooperatively with others. Children show very high levels of respect for others, appropriate for their age. They remember that a friend is waiting to have a turn in an activity and willingly pass on the tools for this game. Staff are extremely proactive at encouraging children's choices. For instance, children make their decisions at the pre-school 'polling station' to vote for their favourite foods to eat at snack time. Staff support children's hand-eye coordination and understanding of safety exceptionally well. For example, children quickly find the protective clothing they know they need when they carefully use a hammer to knock nails into a pumpkin. They meet visitors from a lifeboat station who talk to them about keeping themselves and others safe on the beach.

### Outcomes for children are good

Children are increasingly confident in their abilities and emotionally well prepared for their future learning at school. Children are active learners and make strong progress towards the early learning goals. For example, they are keen and motivated to describe their play, such as when they pour water and tea leaves to the brim of a cup and excitedly tell staff 'it's so big!' Children find a worm outdoors and watch with interest as it wriggles back into the ground.

## Setting details

<b>Unique reference number</b>	EY474916
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1071816
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Preston Pre School Limited
<b>Registered person unique reference number</b>	RP906991
<b>Date of previous inspection</b>	15 September 2014
<b>Telephone number</b>	07826018677

Preston Pre-School Limited re-registered in 2014. It is located in Preston, Weymouth, Dorset. The pre-school is open on Mondays and Wednesdays from 9am until 1pm, on Tuesdays from 11.30am until 2.30pm, and on Thursdays and Fridays from 9am until 2.30pm, term time only. During the Easter and summer school holidays, the pre-school offers a stay-and-play session from 9.30am until 11.30am on Wednesdays. The pre-school receives funding to provide free early years education for children aged two, three and four years. There are nine staff employed. The manager holds an early years qualification at level 4, four staff hold qualifications at level 3 and three staff hold qualifications at level 2.

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